

School systems will continue to receive funding if they are closed because of COVID-19 related concerns as long as the school system commits to supporting students instructionally while at home.

For information on ADA, attendance, instructional minutes and enrollment, please see the **Enrollment and Attendance FAQ** located on the [TEA Coronavirus webpage under Funding and Waivers](#).

See also the **Federal Funding and Grants FAQ** located on the [TEA Coronavirus webpage under Funding and Waivers](#).

## General State Funding FAQ: Section Topics

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- [Special Allotment Revenue and Spending Requirements](#)
- [Non ADA-Based Funding Allotments](#)

## General Funding Guidance

1. **How will the agency calculate my Foundation School Program ADA funding for the 2019-20 school year given we won't have daily attendance information for a large number of school days this year?** **UPDATED April 14, 2020**

TEA will take the average daily attendance (ADA) as calculated through the end of the fourth six-weeks, and then adjust the resulting ADA to account for historical differences in rates of attendance from the first four six-week periods and the last two six-week periods. TEA will not utilize attendance data reported during the fifth or sixth six-week reporting periods. This will be the case for districts regardless whether they continue operating as "Closing, Instructing", or if they "Open" again at some point before the end of the year. [Previous guidance indicated that "Open" districts would be treated distinctly with regard to sixth six-week reporting.] Note: tracking six-weeks for the purposes of ADA has been, and will remain, independent of grading periods.

2. **Do I need to send in the attestation statement immediately? If I don't, will instructional support prior to filing not count toward my minutes of instruction?** **UPDATED April 14, 2020**

UPDATED  
4/14/20

NEW  
4/14/20

TEA will consider attestations retroactively. TEA understands you have many operational concerns to address. Please file the attestations and waivers no later than June 18, corresponding to the end of the first submission of PEIMS Summer, and only after you have a complete picture of closures for this year. For more information, see our detailed COVID-19 guidance for Missed School Day Waivers on the TEA Coronavirus webpage under Funding and Waivers.

**3. If my school is allowed to re-Open, but large numbers of students remain at home, will my funding be reduced? [Posted March 25, 2020](#)**

No. As long as you provide support for those students to receive instruction at home, you can code those students in your student information system as Absent – COVID 19 (a choice should have been added by all SIS vendors in the state for this), subject to your commitment to provide instructional support for those students while at home. (You will file [this attestation](#) document for that purpose). When calculating ADA, these students will be considered present for the purposes of state funding. If you are not providing instructional support to these students at home, they will be coded as absent and you would not receive funding for them.

**4. We originally announced closure for a short term (ex: one week) but weren't actively preparing to deliver instruction remotely. Will our funding be reduced? [Posted March 25, 2020](#)**

No. For districts that were "Closed, Temporary," apply for Missed Day Waivers to cover up to one week, before you transitioned to "Closed, Preparing".

**5. How will fast growth districts receive funding for their growth? [NEW April 14, 2020](#)**

NEW  
4/14/20

Fast Growth Allotment will continue to be funded using the final ADA figures for the 2019-2020 school year. Adjustments to final ADA are detailed in the previous question and answer regarding ADA calculations (question #1).

**6. Will settle-up occur as normal at the end of the year (For all districts and open-enrollment charter schools)? [NEW April 14, 2020](#)**

NEW  
4/14/20

There will still be a settle-up between LPE and DPE on the summary of finances, and the timing for settle-up for the 2019-2020 school year will occur at the normal time (September 2020).

The amount of the settle-up will vary from LEA to LEA; and will depend on the variance of PEIMS final attendance (as calculated per question #1) and LPE attendance.

**7. Will FSP cash-flows be affected by low attendance, or school closures, as reported through FSP submissions for the second part of the year? (for Open-enrollment charter schools only) [NEW April 14, 2020](#)**

NEW  
4/14/20

Charter schools' six weeks attendance submissions in the FSP System (used for legislative payment estimate (LPE) purposes only) will no longer be required through August 2020.

This is a separate data submission process from PEIMS. PEIMS submissions will still be required and is the data source of record for final FSP Funding (see question #6).

Please see the Enrollment and Attendance FAQ explains how all LEAs should report the 4th, 5th, and 6th six-weeks periods in PEIMS.

**8. How do charters handle six-weeks' attendance submission and the funding associated with it?**  
**Posted March 19, 2020**

For the remainder of the 19-20 school year, charter schools will no longer need to submit six weeks attendance via the Foundation School Program (FSP) system. Charter schools will be required to report final attendance through PEIMS based on forthcoming TEA guidance. April through August FSP payments will not be impacted. State funding will continue to pay on the attendance that the March FSP payment was based on. There will be no interruption in cash flow during the school year. It's important to note that settle-up in September may impact the overall funding.

**9. What actions, specifically do charters need to take?** **Posted March 19, 2020**

Should a charter school decide to continue operations, close their facility, and/or establish remote learning opportunities (i.e. learning packets or online instruction), there are certain considerations to take into account. Please see the commissioner's March 12, 2020 TAA that is posted on the agency's webpage under Coronavirus (COVID 19) <https://tea.texas.gov/about-tea/news-and-multimedia/correspondence/taa-letters/tea-update-covid-19-initial-guidance-and-faqs> that provides important updates and guidance for charter holders.

**10. How will districts take attendance for students that were participating in the Optional Flexible School Day Program (OFSDP) but are now receiving online/distance learning provided by the district while the campuses are closed?** **UPDATED April 14, 2020**

UPDATED  
4/14/20

For information on this question, please see the **Enrollment and Attendance** document in the Waivers and Funding section of the TEA Coronavirus webpage.

**11. Will there be a consideration to access the additional funding prior to September 1st if we want to come back before the beginning of school?** **NEW April 14, 2020**

NEW  
4/14/20

Texas operates on a fiscal year beginning September 1. Foundation School Program payments follow the same calendar, regardless of when a school district begins their academic year.

For more information, please see the School Calendar section in the **Enrollment and Attendance FAQ**.

## Special Allotment Revenue and Spending Requirements

**1. What actions do districts need to take to ensure 55% spending requirement for special programs? [Posted March 25, 2020](#)**

Districts should make every good faith effort to ensure additional weighted special program funds continue to be spent in support of student needs. TEA will wait until the final expenditure data is reported to the agency before making a determination about waiving the 55% expenditure requirements. The agency will continue to support flexibility where possible, but districts should remember that salaries make up the vast majority of district operating budgets and since funding will be uninterrupted it is the agency's expectation that those salaries for special program personnel will continue to be paid and coded to the proper program intent code.

**2. *Is there any guidance pertaining specifically to SCE expenditure limitations?* [NEW April 14, 2020](#)**

NEW  
4/14/20

Districts should continue to code expenditures the way they were coded prior to COVID-19. Districts will continue to meet the needs of students, it's just in a different setting. So at home learning program costs can be paid for using SCE funds, but the 55% spending requirement remains.

Under current law, SCE may be spent on students that meet a variety of at-risk categories or who qualified for the National School Lunch Program. Additionally, school boards can adopt a local criteria for classifying students as eligible for SCE. No more than 10% of students may be considered SCE via the local criteria. This remains the same during COVID-19 as it was prior.

Please document new expenditures for COVID-19 as described in the ***Cost Reimbursement FAQ*** found in the Waivers & Funding section of the Coronavirus web page.

**3. *Is there any guidance pertaining to Early Education Allotment funds with regard to COVID-19 expenditures?* [NEW April 14, 2020](#)**

NEW  
4/14/20

Districts may use their Early Education Allotment funds to pay for learning from home programs for students who are in pre-k through 3rd grade.

Please document new expenditures for COVID-19 as described in the ***Cost Reimbursement FAQ*** found in the Waivers & Funding section of the Coronavirus web page.

**4. What guidance is there for funding for CTE classes? [NEW April 14, 2020](#)**

NEW  
4/14/20

FSP Funding for special programs, including CTE will continue to flow and will be calculated using the same methodology for calculating ADA, that was laid out in the previous answer to calculating ADA.

**5. Is the state planning on freezing Special Allotment amounts? [NEW April 14, 2020](#)**

NEW  
4/14/20

The state is not planning on freezing special program allotments on the summary of finances. The allotments will still be based on final student attendance, and the methodology for adjusting final

student ADA and student FTE calculations are detailed in the previous question and answer regarding ADA calculations.

**6. Will my district's requirement to grant compensation increases (i.e. "The 30 percent" requirement) be affected by Covid-19-related school closures? NEW April 14, 2020**

NEW  
4/14/20  
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No. The agency's documentation regarding our understanding of HB 3 may be found on our HB 3 website. The Commissioner submitted a request to exercise authority under the unintentional consequence's statute to make clear that the transition allotment was not included in the calculation of the 30%. While the other issues included in that letter received a response, that issue has not received a response.

## Non ADA-Based Funding Allotments

**1. How will my College, Career, and Military Readiness (CCMR) Outcomes Bonus be affected by Covid-19-related school closures? NEW April 14, 2020**

NEW  
4/14/20  
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The bonus thresholds are based off of 2016-2017 annual graduates and will be allotted to districts based off of annual graduates for 2017-2018. Annual graduates for 2019-2020 could be the affected by COVID-19 school closures, and 2019-2020 graduates impact CCMR for the 2022-2023, but that impact yet to be determined.

**2. How will my Teacher Incentive Allotment (TIA) be affected by Covid-19-related school closures? NEW April 14, 2020**

NEW  
4/14/20  
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TIA funding will not be affected for 2019-2020 applications, approvals, and designations, and funds will flow as they would normally for designated teachers. However, at a local level, districts that are using 2019-2020 as their data-capture year may be impacted in their ability to measure teacher observation and/or student growth given that the STAAR / EOC assessments have been cancelled, and/or given that some districts may not have completed their teacher observations prior to school closures.

**3. How will my Career/Industry Certification Examination reimbursements be affected by Covid-19-related school closures? NEW April 14, 2020**

NEW  
4/14/20  
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Reimbursement will still be provided for students who pass their certification exams, as provided for under HB 3. Whether they sit for the exam could be impacted by COVID-19, and will depend on the type of testing associated with industry-based certifications. Some certifications are online testing and others are in person. The district will need to refer to the certifying entity (vendor) associated with the certifications they offer. TEA has the following industry-based certification resources:

1. [One-page resources for each industry-based certification on TEA's A-F accountability list](#)
  - a. Testing information
  - b. Study materials and resources
2. [Industry-based certification vendor crosswalk](#)

### 3. [House Bill 3 Industry-Based Certification Examination Frequently Asked Questions](#)

Note: TEA provided estimated funding for these reimbursements for the 2019-20 school year based on anticipated rates of participation, as described in the HB 3 in 30 video series. This funding will be matched to actual participation and passing during settle-up. If rates of participation end up materially lower, this will negatively impact LEAs during settle-up.

### 4. How will my College Preparation Examination reimbursements be affected by Covid-19-related school closures? **NEW April 14, 2020**

NEW  
4/14/20

Test administration for college preparation exams has been impacted by COVID-19. For the latest information, see the **ACT, SAT, TSIA, AP/IB FAQ** under the “Assessment tab” on TEA’s Coronavirus Webpage.

TEA is expanding the college preparation assessment reimbursements to include summer testing administrations. Eligible students will now be seniors who take either the SAT, ACT, or TSIA from TEA also recognizes that online test administrations can come at a higher cost. Due to this, TEA will reimburse districts for both the TSIA test fee and the any proctor fees for the online version of the TSIA for those students impacted and will also include summer testing administrations for reimbursement.

Note: TEA provided estimated funding for these reimbursements for the 2019-20 school year based on anticipated rates of participation, as described in the HB 3 in 30 video series. This funding will be matched to actual participation during settle-up. If rates of participation end up materially lower, this will negatively impact LEAs during settle-up.

### 5. Should LEAs continue using State Compensatory Education funds to provide CEHI instruction during the COVID-19 pandemic, even if remote instruction is being provided for all students from the “teacher of record?” **NEW April 14, 2020**

NEW  
4/14/20

For answers to this question, and other Pregnancy-Related Services questions, please see the **Pregnancy Related Service Guidance** document located on the TEA Coronavirus website under the SPED and Special Populations section.